

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Spiders* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What do spiders look a little like? (insects)

How many legs do spiders have? How many do insects have? (eight, six)

What other ways are spiders and insects different? (2 vs. 3 body parts, no wings vs. wings, 8 vs. 2 eyes, fangs vs. no fangs)

If time permits, repeat the steps above using part 2 of the passage, *Spiders*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and place them in a stack. Have the child draw a card and read the word. If the child reads correctly, he/she moves a marker along the game board the number of spaces indicated on the card. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card. Repeat the game as time permits.

Part 1

Spiders look a little like insects. But they are different from 11
insects in many ways. Spiders always have eight legs, 20
while insects have only six. And spider bodies have two 30
parts, while insect bodies have three parts. 37

Spiders do not have wings, and they cannot fly on their 48
own. But most insects have wings and can fly. Spiders do 59
not have antennae on their heads, as insects do. Spiders 69
have eight eyes. Most insects have only two. And spiders 79
have fangs, while most insects do not. 86

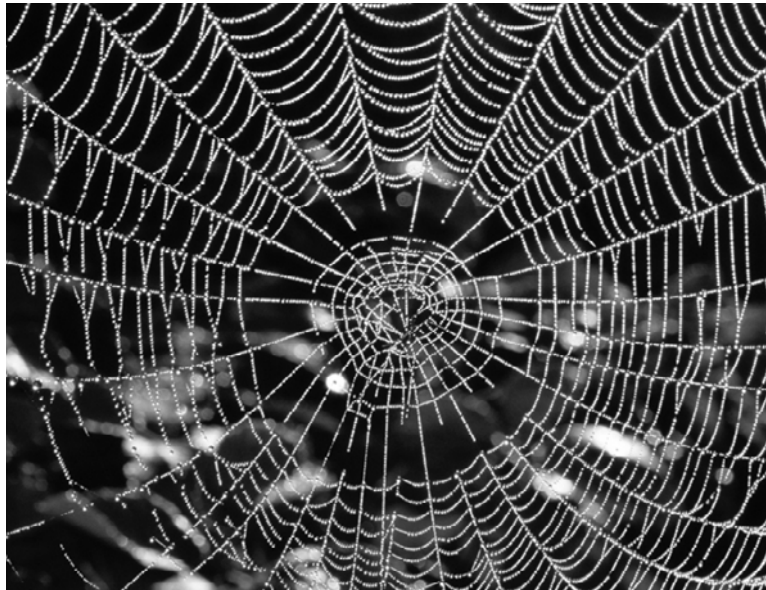


Tarantula

Part 2

Spiders are born knowing how to build webs. They use 10
sticky silk threads to trap insects and non-sticky silk 20
threads to walk on. The silk comes from special parts on 31
the spider's back end called spinnerets. 37

Webs come in many beautiful shapes. Circular webs 45
catch flying insects. Webs on the ground catch crawling 54
insects. Some spiders build silk funnels or tunnels. When 63
an insect crawls in the tunnel, the spider pounces. It traps 74
the insect with its legs and bites it with its strong fangs. 86



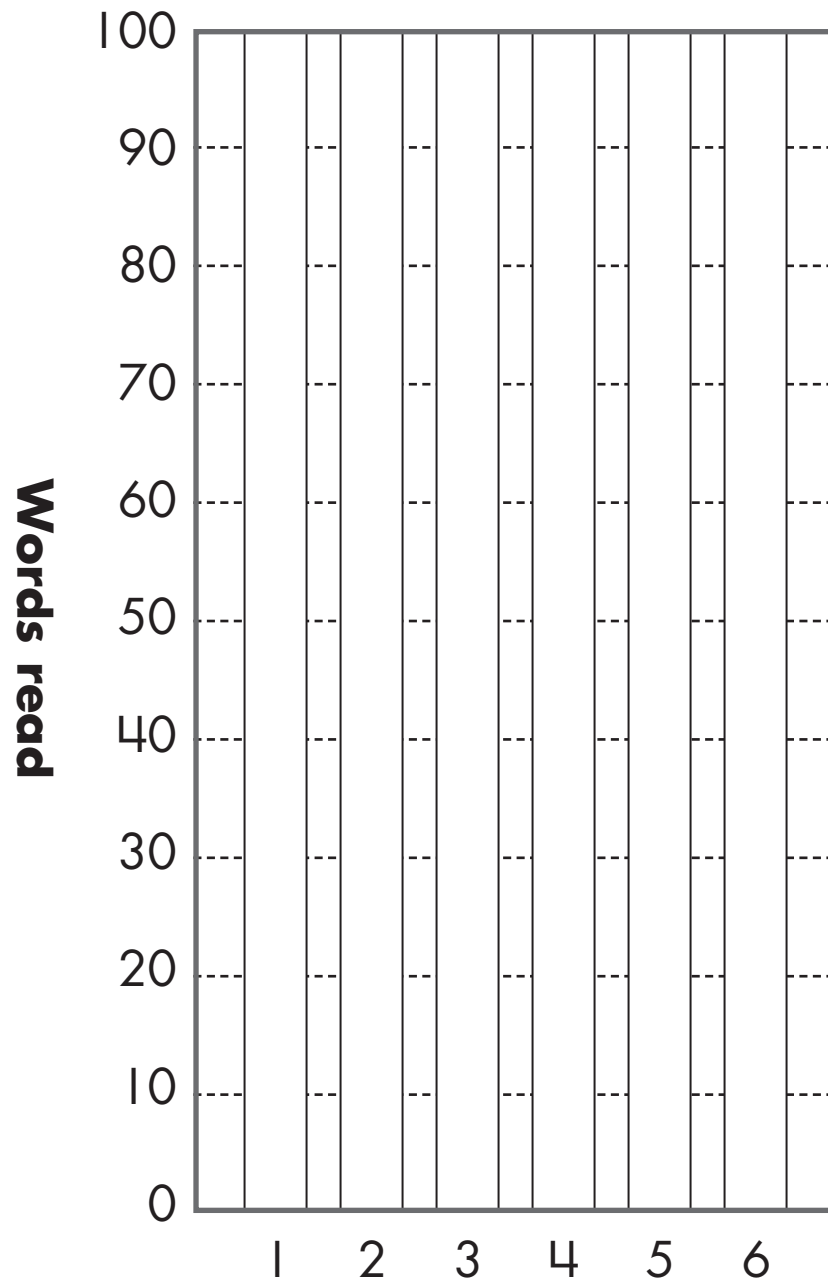
Webs trap flying insects.

Fluency

Repeated Reading Bar Graph

Lesson L-4

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

eight

4

little

2

three

2

they

3

many

3

have

3

two

2

their

4

do

1

six

1

spiders

5

insects

5

wings

4

come

2

fly

1

from

3

Fluency

Game Board

Lesson L-4

